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ABSTRACT

The life experience unit guide, which is intended to be used with emotionally unstable adolescents and which offers selected activities for an integrated language arts, science, and social studies curriculum, is described. Provided for the language arts strand are forms such as sentence completion forms, a feeling checklist, a self evaluation rating scale, and questions for a sociogram. Science activities that center on the human body are given to include comparing temperatures of students eating either cold or hot foods, and demonstrating the need for water in many chemical reactions. Listed for social studies are approximately 30 film strips on topics such as the family, the world of work, and transportation. (DB)

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LIFE EXPERIENCE UNIT GUIDE

DEVELOPED FOR JUNIOR HIGH AND HIGH SCHOOL

RESOURCE ROOM PROGRAMS

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This correlated social studies, science, and language arts unit has been written with the socially immature and emotionally unstable teenager in mind. It is written at a simple level of concept formation. Teachers using the unit must therefore enrich this overview with media and higher concepts, as they are needed, to meet individual needs.

Language Arts

Select writing assignments (or discussion points) which fuse a number of concerns of the student around a common experience or idea in order to help the student relate his family background to the school environment:

Recreation, leisure, family, friends, work

Class-planned visits to spots of interest (may be accomplished through films and filmstrips)

Major Theme for a Language Arts Project

WHO AM I?

Suggested topics for individual units:

"It's a Big Wide Wonderful World"

"I Am I and You Are You, But..."

"Names, Numbers, Labels, and Identification Tags"

Optional Major Theme for Project

WHAT'S GOING ON?

Suggested topics for individual units:

"Facing Life's Problems"

"No Experience Leaves One Untouched"

"Changing Times"

KNOWING MORE ABOUT ME

1. Write your name, address, and telephone number.

Name_____

Address_____

Telephone Number_____

2. Write the names and ages of your brothers:

_____

3. Write the names and ages of your sisters:

_____

4. Which of the people listed below live with your family?

_____Mother

_____Father

_____Stepmother

_____Stepfather

_____Other Adults

5. Does a sitter stay with you when your mother and father are away from home?

_____Yes _____No Name of the Sitter_____

6. School Attendance Schedule

Grade	City or Town	State
Kindergarten	_____	_____
First Grade	_____	_____
Second Grade	_____	_____
Third Grade	_____	_____
Fourth Grade	_____	_____
Fifth Grade	_____	_____
Sixth Grade	_____	_____

7. What regular duties do you have at home?

_____

_____

_____

8. Do you have a job or do part-time work for pay? YES NO

   A. What is the name of your employer?_____

   B. What is your job?_____

   C. What hours do you work?_____

9. Comments?

SENTENCE COMPLETION FORM

There are no right or wrong answers for the sentence completions. It is an opportunity for the student to express immediate feelings and provides the teacher with insight into his present feelings.

The sentence completion section is divided into two parts: one concerns primarily school situations, while the other is more general and includes family and home.

SENTENCE COMPLETION FORM

1. My school work_____

   _____

2. Studying is _____

   _____

3. I learn best when_____

   _____

4. If someone makes fun of me, I_____

   _____

5. When I look at other boys and girls and then look at myself, I feel_____

   _____

6. Homework is_____

   _____

7. Some of the best things about this class are_____

_____

8. I get in trouble when_____

_____

9. Learning out of books is_____

_____

10. If only teachers_____

_____

11. To keep from getting into a fight, you must_____

_____

12. To get along well in a group, you have to_____

_____

3. I can't learn when_____

_____

SENTENCE COMPLETION FORM

1. I am best when_____

_____

2. Someday I _____

_____

3. Many times I think I am_____

_____

4. If I could be someone else, I_____

_____

5. When I am by myself_____

_____

6. I am happiest when_____

_____

7. Making friends is hard if_____

_____

8. When I look in the mirror, I_____

_____

9. I get mad when_____

_____

10. I often wish_____

_____

HOW DO YOU FEEL ABOUT...?

How do the students feel about people and situations which they come in contact with most frequently?

The list is set up to be checked on a "degree of feeling" basis, and should provide us with some insights which may be useful in planning effective ways of working with each child.

HOW DO YOU FEEL ABOUT...?

	Just Great	Pretty Good	Fair	Not So Good	Don't Care
1. Your close friend(s)	_____	_____	_____	_____	_____
2. Other boys and girls	_____	_____	_____	_____	_____
3. Your mother	_____	_____	_____	_____	_____
4. The teacher in this class	_____	_____	_____	_____	_____

	Just Great	Pretty Good	Fair	Not So Good	Don't Care
5. Your father	_____	_____	_____	_____	_____
6. Yourself	_____	_____	_____	_____	_____
7. Life in this class	_____	_____	_____	_____	_____
8. Life at home	_____	_____	_____	_____	_____
9. Doing things with playmates after school	_____	_____	_____	_____	_____
10. Doing things alone	_____	_____	_____	_____	_____

SELF-UNDERSTANDING

As we become more aware of ourselves and the world around us, we search for personal meaning and understanding.

"Who Am I?" and "Where Am I Going?" are questions which exist for each person. Our openness to new experience, the development of and changing of attitudes and values, and our testing of the environment without fear or guilt in the understanding of self.

Objectives in developing self-understanding:

A. Increased understanding of and acceptance of feelings

B. Identification of problems

C. Development of effective coping behaviors

WHO AM I?

"Who Am I?" enables the student to view himself with variations of feelings. His understanding of self may not reflect what others feel. The concepts reported by the child indicate his feelings at the time; however, once considering who he is, change and/or self-enhancement may develop.

Encouragement and interpretation may be necessary for the development of understanding and for further positive development.

WHO AM I?

Work alone	___	___	___	___	___	Work with others
Worry about grades	___	___	___	___	___	Do not worry about grades
Read a lot	___	___	___	___	___	Don't read much
Interested in many things	___	___	___	___	___	Few interests
Am a leader	___	___	___	___	___	Am a follower
Dependable	___	___	___	___	___	Not dependable
Keep my promises	___	___	___	___	___	Don't keep my promises
Unselfish	___	___	___	___	___	Selfish
Adventurous	___	___	___	___	___	Dislike trying new things
Get things done fast	___	___	___	___	___	Never get things done
Lose temper easily	___	___	___	___	___	Hardly ever lose temper
Stay at home most of the time	___	___	___	___	___	Go out quite a bit
Think of others	___	___	___	___	___	Think mostly of myself
Like people	___	___	___	___	___	Rather be alone
Like to talk	___	___	___	___	___	Prefer to listen
Make friends easily	___	___	___	___	___	Hard to make friends
Like the way I look	___	___	___	___	___	Do not like the way I look
Have many friends	___	___	___	___	___	Have few friends
Have good habits	___	___	___	___	___	Have bad habits
Always fighting	___	___	___	___	___	Never fighting
Rather be with a group	___	___	___	___	___	Rather be alone

FEELINGS ABOUT SELF

This checklist will help you gain insight into behaviors of the student. Be sure to relate the response to each student's world; consider your attitude as a teacher, his background and experience, and the immediate situation.

FEELINGS ABOUT SELF

1.	Do you feel like crying when you are hurt a little?	Yes	No
2.	Is it easy for you to talk to the others in your room?	Yes	No
3.	Are many of the students smarter than you?	Yes	No
4.	Do you feel you are liked by most people?	Yes	No
5.	Do you have enough time to play?	Yes	No
6.	Are the students happy to have you in school?	Yes	No
7.	Do you feel lonely even when you are with people?	Yes	No

"HOW DO YOU FEEL"

"How Do You Feel" is a short check on the student's feelings about five general classifications.

We as teachers may be able to become more aware of our classroom environment as seen by our students.

HOW DO YOU FEEL?

		All the Time	Sometimes	Never
1.	I like to take part in class activities	_____	_____	_____
2.	I ask the teacher for help whenever I need it.	_____	_____	_____

	All the Time	Sometimes	Never
3. I help other pupils with their schoolwork except during tests.	_____	_____	_____
4. Schoolwork is more often fun than not.	_____	_____	_____
5. Our teacher really understands how we feel.	_____	_____	_____

HOW DO YOU ACT?

This form is designed to give the students an opportunity to explore their inter-personal relationships and interactions with others.

It may be used as a basis for class discussions in a mental health lesson as well as helping us to recognize some attitudes within the class.

HOW DO YOU ACT?

	Always	Usually	Sometimes	Never
1. Do you treat others as you want them to treat you?	_____	_____	_____	_____
2. Do you cooperate cheerfully with others?	_____	_____	_____	_____
3. Do you talk over problems with others?	_____	_____	_____	_____
4. Do you listen to others before you decide what to do?	_____	_____	_____	_____
5. How much do you want to have your own way?	_____	_____	_____	_____
6. Do you accept what others say and work hard to improve?	_____	_____	_____	_____

	Always	Usually	Sometimes	Never
7. Are you willing to accept the decision of the majority?	_____	_____	_____	_____
8. Do you make up your own mind rather than follow along because of what others may think?	_____	_____	_____	_____
9. Do you take responsibility for using freedom in the classroom wisely?	_____	_____	_____	_____

DEVELOPING SELF AND REGARDING OTHERS

The unfinished stories and attitude evaluations provide insight into feelings about self and others. The expression of feelings, whether on forms, or through role playing, increases the field of awareness. A sociogram further indicates the social feelings of the self, as well as the others involved.

Becoming what we would like to become is difficult and uncertain; however, in self-development and in regarding others, we change and develop to what we are today.

Objectives in developing self and regarding others are:

A. Become aware of feelings about self and others

B. Develop understanding of others in relation to self

C. Seek alternatives which allow positive personal growth

GUESS WHO!

OPEN END

The following two forms again help us to see our students through the eyes of its individual members.

The first - "Guess Who" is a sort of glorified sociogram insofar as pointing out the most accepted and also rejected - but it goes one step further and

helps the students indicate the reasons for their opinions.

The second form, made up of open end sentences, is merely a guideline for us to use in working out our own "open ends" to help understand why some of our children behave the way they do.

Then - hopefully - we can go on from there in coping with their behavior!

"GUESS WHO"

1. Who is it that everybody likes?
2. Who likes to play with older friends?
3. Who is busy and tries to run things?
4. Who is a poor sport?
5. Who doesn't look neat and clean?
6. Who likes to show off and act silly?
7. Who looks neat and clean?
8. Who is good at sports and games?
9. Who hates to be told what to do?
10. Who likes to help others in class?

"OPEN END"

1. I don't like to_____
2. I sometimes dream about_____

3. I wish I could_____

4. At home I can't_____

5. On weekends I have to_____

6. I don't like to play_____

7. I'd rather be a _____

8. The thing I like to do most is_____

9. The best thing about school is_____

10. Sometimes I'm afraid to_____

Science (Investigation through Discussion and Simple Experimentation)

OUR BODY IS LIKE a MACHINE

I. Objectives
   A. To develop an appreciation of habits as aids to daily living
   B. To develop a desire for good health
   C. To develop an appreciation of preventative health care
   D. To develop a desire to know why we suggest certain health habits

II. Initiatory Activities (Motivation)

III. Developmental Activities
   Basic Concept:
   Health habits are the things we do each day to stay healthy.
   (Vocabulary: habit, health)

   1. Make a list of those things we do to keep an automobile running. Make a list of those things that we do each day to maintain good health. Keep these lists as reference points for discussion as the unit progresses. What is a health habit?

   2. Have each student write a story of his activities from the time he wakens in the morning to the time he arrives at school. Do many people have similar health habits?

   3. Make a collection of pictures showing people engaged in activities that keep them healthy. The teacher should make sure that pictures of doctors or nurses are included in the collection. An important

phase of health education is teaching the value of the professional medical person in maintaining good health as opposed to only treating illness, especially with the modern teenager.

Basic Concept:
We must supply our bodies with energy and raw materials for growth and repair.
(Vocabulary: food, fuel, burning, clinical thermometer)

1. Ask the class to discuss the purpose of the stop at an automobile service station. Establish the meaning of fuel. Discuss the use of fuel for purposes other than running automobiles. Call attention to the presence of heat in fuel consuming operations.

2. Establish the presence of heat in the human body by comparing the temperature of the room to that of a pupil. This would be an opportune time to introduce the clinical thermometer. Where do we get the fuel to keep us warm?

3. Do we need warm foods to keep warm? Ask the student to experiment to check the answers to this question. Ask several students to eat nothing but cool foods for one day. You might suggest such foods as cold toast, cold boiled eggs, milk, and sandwiches. Compare temperatures of students with "cold" diet with those of children on normal diet. Note: It is important to seek advance permission and cooperation from the parent for this activity in some cases.

4. Establish the heat content of foods by burning dry bread, cooked bacon, and dried lettuce leaves.

Basic Concept:
Our bodies need air to combine with our food to keep us warm and give us energy.
(Vocabulary: chemical energy)

1. Explain that our bodies do not have an internal flame to produce heat, but that our bodies get heat and energy from foods in much the same chemical manner.

2. Make a small lamp from a ketchup bottle lid or similar container, cooking fat, and a bit of string. Fill the cap with the fat and insert the string. Light the wick of the lamp and place in a large-mouth, one-gallon jar. A glass container, large enough to introduce the burning lamp, may be substituted for a jar.

   Place a cover over the jar. What happens to the flame? Does the flame continue to burn if you do not cover the jar?

Basic Concept:
Like a machine, our bodies need periods of rest and repair.
(Vocabulary: machine)

1. Discuss with the student whether the family car has been taken to a garage for repairs. If it has, was some part worn out? Why do machine parts wear out? Why do we turn machines off when we are not using them?

2. Have the student hold one hand extended, flexing the index finger as rapidly and as long as possible. Why do you stop? Allow several minutes to elapse and try again. Did the rest change the feeling in your finger?

3. Discuss the value of sleep. Why do we sleep? How do you feel at night as compared to morning? How do you know how much sleep you need? How much sleep should you have?
   Note: It is far better to over-estimate the sleep needed than to undermine the bedtime established by the parents.

Basic Concept:
Water is needed to help our bodies use food. Our bodies contain a lot of water.
(Vocabulary: perspiration, temperature)

1. Demonstrate the need of water for many chemical reactions by putting water with baking powder; dry yeast with sugar, then adding water; mixing baking soda with aluminum sulfate, and then adding water.

2. Place some dry sugar in a small, clean paper sack. How does our food get from our stomach into our blood stream?
   Place a bit of water in the sack with the sugar. Have the pupil taste the outside of the sack again.

3. What is meat? Where do we get our meat? Meat is the muscle of animals. Place a bit of meat in a warm, dry place. Place a small piece of moist clay next to the meat. What happens to the clay? What happens to the meat? What did both the meat and clay contain?

4. Following a period of physical education, ask the students how they feel. What is on the surface of their skin? Where did this moisture come from? Why do we need to drink plenty of water?

Basic Concept:
Dirt may cause illness which prevents our bodies from working properly.
(Vocabulary: illness)

1. Have the students discuss why their fathers have the oil changed in their automobiles. What is dirt? (In common usage, dirt is used to indicate the presence of something which does not belong. Egg is <u>dirt</u> on the face, <u>food</u> on the table.)

2. Place some very moist soil in a sealed container in a very warm, dark place, 90° to 100°. An incubator is a very fine place for this experiment. After three days, allow the student to smell the soil. The odor is caused by small plants living on the soil and using part of the soil as food. Why do we need to remove soil from our skin at frequent intervals?

3. Repeat the above experiment using food in the jar. Why should we wash both before and after meals?

4. Have a pupil wash his face and hands with a piece of cloth as a washcloth. Wring the water from the cloth but do not rinse it. Repeat experiment with this cloth. Do we need clean clothing daily?

Optional Concept:
The use of drugs has damaging effects upon the body

-SOCIAL STUDIES-
(A Completely Media-Centered Strand of the
Life Experience Unit Guide)
Available from Area VII

6103 Eyegate
12 filmstrips, 6 cassettes
Family in Action - New Social Studies
Families Work Together
Individualized Learning Guide - Families Work Together
Families Have Needs
Individualized Learning Guide - Families Have Needs
Let's Meet Some Families
Individualized Learning Guide - Let's Meet Some Families
Families Are Different
Individualized Learning Guide - Families Are Different
Families Have Fun
Individualized Learning Guide - Families Have Fun
Children Go to School
Individualized Learning Guide - Children Go to School

6108 GA
Understanding Your Parents
2 filmstrips, 2 cassettes

7005 Edu-Craft
What Else Do Fathers Do? Just What Do Mothers Do?
2 filmstrips, 2 records

6003
National Dairy
Council
Your Food - Chance or Choice? How Food Becomes You
2 filmstrips, 1 record

Babysitting - The Job - The Kids

7001 Edu-Crafts
World of Work
2 filmstrips, 2 records

6135 Westinghouse
Our Society
6 records, 6 filmstrips
The Community - A Lot to Do
The Economy - Breaking into Business
Custom & Tradition - Why Do I Have to?
The School - Angela's Strange Journey
The Government - Jimmy Gets the Picture
The Family - No Place Like Home

6084 BFA
Transportation
What You'd See at the Airport
Who Works at the Airport?
What You'd See at the Harbor
What You'd See at the Railroad Terminal
Who Works at the Railroad Terminal?

What You'd See at the Bus and Truck Terminal
Who Works at the Bus and Truck Terminal?
8 filmstrips, 8 records

7002 Edu-Craft The Utility Workers
3 filmstrips, 3 records

BIBLIOGRAPHY

This unit was based upon the following Iowa Department of Public Instruction documents:

English Language Arts and Curriculum Series

Handbook for Classroom Guidance

Science for Iowa Schools